



Cognia Diagnostic Review Report

Results for:

The Academy @ Shawnee (High School)

Dec. 9-12, 2024

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

| Stakeholder Groups | Number |
|---|---------------|
| District-Level Administrators | 1 |
| Building-Level Administrators | 6 |
| Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator) | 16 |
| Certified Staff | 12 |
| Noncertified Staff | 9 |
| Students | 22 |
| Parents | 3 |
| Total | 69 |

Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution.

The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

Multiple data points, including perception surveys, stakeholder interviews and artifacts suggested that The Academy @ Shawnee has made positive progress in promoting a safe and welcoming environment. In stakeholder interviews, staff indicated that addressing discipline was a priority of the administrative team. The principal's overview presentation indicated that safety and culture and climate are part of the principal's focus areas (i.e., big rocks). The positive behavioral interventions and supports (PBIS) survey administered schoolwide in November 2024 indicated an increase from December 2023 regarding responses to behavior. Cognia survey data showed 72% of families agreed/absolutely agreed that "adults care about children's well-being (7)", and 55% of students agreed/absolutely agreed that "adults show that they care about us (7)." Stakeholder interviews indicated that students are aware of the PBIS expectations that align with the self-discipline, ownership, awareness and relationships (SOAR) initiative related to learning and behavior.

Stakeholder interviews and survey data indicated funding and resource allocation from the district was a strength. An increase in the security staff was funded by increased funding for personnel. The school is allocated more money per pupil given its Tier IV designation, and these funds have provided an assistant principal per 250 students. To further support personnel and staffing, teachers at the school received an additional stipend of \$8,000. Additionally, funding has been allocated to address literacy needs by providing professional learning and implementing the Adolescent Literacy Model (ALM). Funds have also been allocated to hire a literacy interventionist to help meet literacy needs.

Stakeholder interviews indicated a strength in the leadership's willingness to reflect on practice, respond to findings and craft an overarching vision for initiating school improvement. Specifically, support staff indicated they consistently met with school leadership to reflect on practice, and those meetings were characterized by honesty and humility. After reflecting on student and teacher needs, school leadership changed the block schedule to a traditional period schedule. Additionally, stakeholder interview data suggested that a strength of leadership is in designing an overarching vision related to student behavior, scheduling and instructional practice. In light of the culture of reflection and the ability to craft a vision for practices, an additional school strength was the approach of the leadership in identifying and initiating school improvement processes. Several elements of school improvement, such as collaborative planning, instructional vision, professional learning communities (PLCs) and professional development, were present but in the initial stage.

The school should leverage the Instructional Vision, the school turnaround plan and the school's mission and vision to elevate the school's continuous improvement. The leadership indicated in interviews that the previous mission and vision were not updated for the current school year. Revisiting the current mission and vision can provide a collaborative opportunity to align current initiatives and priorities. Though the school previously had improvement priorities and a turnaround plan, the implementation of documented activities was minimized by high teacher turnover, a significant increase in student population and a change in building administration. Kentucky Summative Assessment (KSA) data from 2023-2024 indicated the objectives documented in the school's turnaround plan were not updated. Goals set for May 2023 in reading, writing, math, science and social studies



were not met. Within the Instructional Vision document, the team found a section entitled the CSIP [comprehensive school improvement plan]/Turnaround Alignment for each area that the school created benchmarks, but the strategies, measure of success and monitoring sections were not completed for math, reading, science, social studies and writing. Similarly, a 30-60-90-day implementation plan is included in the Instructional Vision of the plan. Still, the tasks, persons responsible, people involved, completed by date and evidence sections are incomplete.

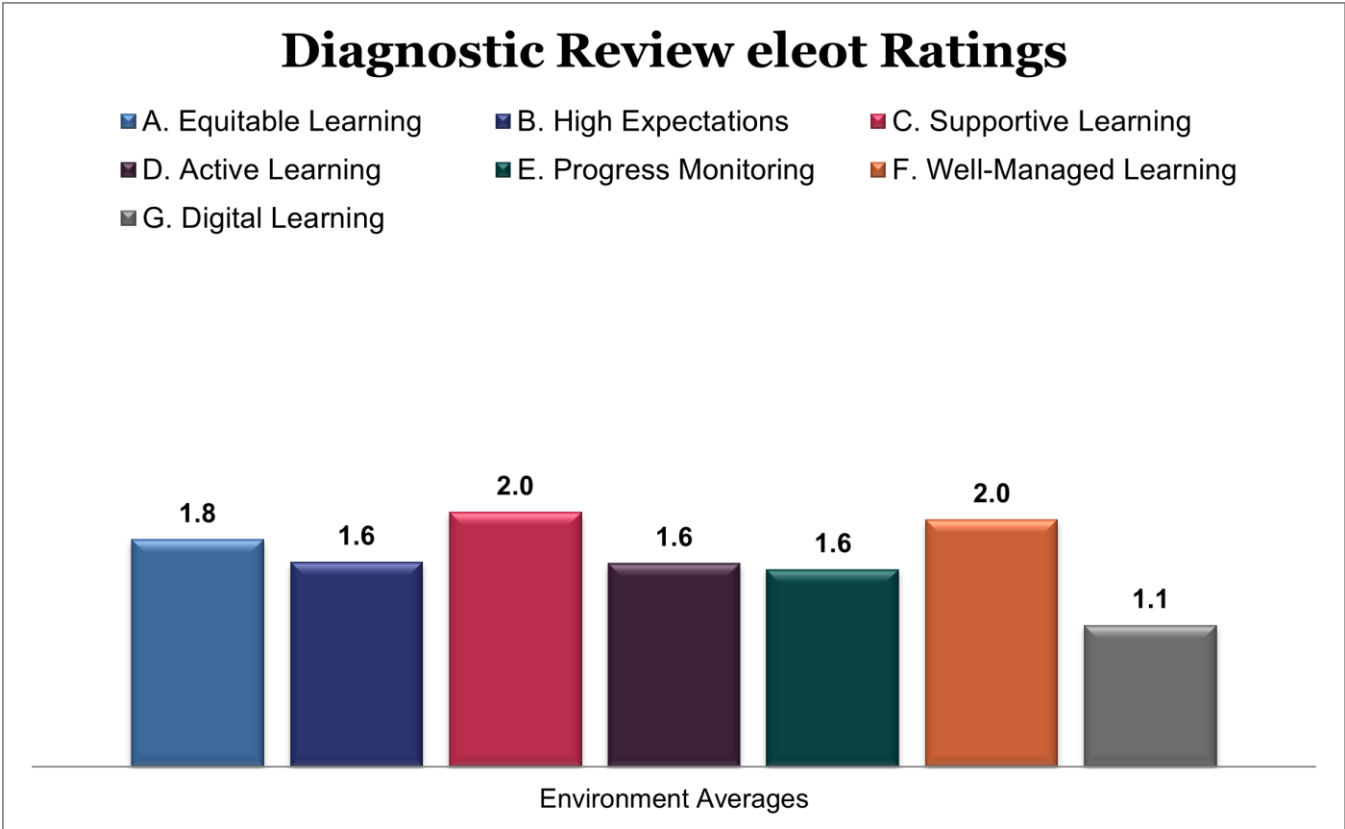
These findings are consistent with stakeholder interview data that suggest the school is in the initial stage of school improvement. The school has improvement priorities from the 2022-2023 Diagnostic Review that were included in the school's turnaround plan. These improvement priorities included tiered instruction and coaching conversations that leverage classroom and walkthrough data. The PLC plan outlined a 30-60-90-day implementation plan in which the school will implement a four-week PLC cycle that leverages one of the four Dufour questions each week. The coaching document outlines stage 1 (i.e., consistent feedback) and stage 2 (i.e., talent identification) but does not have information relative to the coaching in stage 3. The coaching notebook documented classroom observational activities centered around the Rutherford 30 Second feedback model. An additional document, Walkthrough Tracker, indicated the school had conducted seven walkthrough observations in core classes over two days. The coaching document indicated that 10 observations should be conducted weekly, but stakeholder interviews suggested that observations occur infrequently.

While artifacts and stakeholder interviews indicated that the classroom observations were conducted, it was unclear how PLC practices impacted instruction. Survey data revealed that 43% of students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)." When students were asked, "What phrases best describe, in general, what learning looks like most of the time in your classes (21)", 67% chose "do the same work as everyone else," while 63% selected "listen to teachers talk." The embedded professional development (EPD) agenda and stakeholder interviews identified professional development on the ALM as recurring throughout the school year. In some classrooms, the ALM elements were inconsistently implemented. The leadership secured funding for a literacy intervention specialist to focus on literacy and instructional practices to meet student needs. Although elements and initiatives for school improvement were present, such as prioritizing behavior management, funding, reflecting and setting the vision, monitoring progress, implementing professional development and implementing PLC activities, the school lacked fidelity in practices and prioritization of improving instruction as reflected by student achievement. The most recent KSA data indicated no growth in core content areas and marginal growth on the College Equipped Readiness Tool (CERT).

Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 25 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



| A. Equitable Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| A1 | 1.3 | Learners engage in differentiated learning opportunities and/or activities that meet their needs. | 76% | 20% | 4% | 0% |
| A2 | 2.3 | Learners have equal access to classroom discussions, activities, resources, technology, and support. | 12% | 44% | 44% | 0% |
| A3 | 2.3 | Learners are treated in a fair, clear, and consistent manner. | 8% | 52% | 40% | 0% |
| A4 | 1.4 | Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions. | 64% | 36% | 0% | 0% |
| Overall rating on a 4-point scale: | | 1.8 | | | | |

| B. High Expectations Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| B1 | 1.8 | Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. | 36% | 52% | 12% | 0% |
| B2 | 1.8 | Learners engage in activities and learning that are challenging but attainable. | 36% | 52% | 12% | 0% |
| B3 | 1.4 | Learners demonstrate and/or are able to describe high quality work. | 56% | 44% | 0% | 0% |
| B4 | 1.5 | Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing). | 48% | 52% | 0% | 0% |
| B5 | 1.7 | Learners take responsibility for and are self-directed in their learning. | 36% | 56% | 8% | 0% |
| Overall rating on a 4-point scale: | | 1.6 | | | | |

| C. Supportive Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| C1 | 2.0 | Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful. | 28% | 44% | 28% | 0% |
| C2 | 1.8 | Learners take risks in learning (without fear of negative feedback). | 52% | 20% | 28% | 0% |
| C3 | 2.1 | Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. | 16% | 60% | 24% | 0% |
| C4 | 2.3 | Learners demonstrate a congenial and supportive relationship with their teacher. | 20% | 32% | 44% | 4% |
| Overall rating on a 4-point scale: | | | 2.0 | | | |

| D. Active Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| D1 | 1.6 | Learners' discussions/dialogues/exchanges with each other and teacher predominate. | 48% | 48% | 4% | 0% |
| D2 | 1.8 | Learners make connections from content to real-life experiences. | 44% | 32% | 24% | 0% |
| D3 | 1.9 | Learners are actively engaged in the learning activities. | 28% | 56% | 16% | 0% |
| D4 | 1.3 | Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments. | 72% | 28% | 0% | 0% |
| Overall rating on a 4-point scale: | | | 1.6 | | | |



| E. Progress Monitoring and Feedback Learning Environment | | | | | | |
|--|---------|---|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| E1 | 1.4 | Learners monitor their own progress or have mechanisms whereby their learning progress is monitored. | 64% | 28% | 8% | 0% |
| E2 | 1.6 | Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work. | 48% | 44% | 8% | 0% |
| E3 | 1.9 | Learners demonstrate and/or verbalize understanding of the lesson/content. | 28% | 52% | 20% | 0% |
| E4 | 1.4 | Learners understand and/or are able to explain how their work is assessed. | 72% | 20% | 8% | 0% |
| Overall rating on a 4-point scale: | | | 1.6 | | | |

| F. Well-Managed Learning Environment | | | | | | |
|---|---------|--|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| F1 | 2.4 | Learners speak and interact respectfully with teacher(s) and each other. | 20% | 24% | 56% | 0% |
| F2 | 2.2 | Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others. | 16% | 52% | 28% | 4% |
| F3 | 1.6 | Learners transition smoothly and efficiently from one activity to another. | 56% | 28% | 16% | 0% |
| F4 | 1.8 | Learners use class time purposefully with minimal wasted time or disruptions. | 36% | 52% | 12% | 0% |
| Overall rating on a 4-point scale: | | | 2.0 | | | |

| G. Digital Learning Environment | | | | | | |
|---|---------|---|--------------|------------------|---------|--------------|
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| G1 | 1.2 | Learners use digital tools/technology to gather, evaluate, and/or use information for learning. | 84% | 12% | 4% | 0% |
| G2 | 1.2 | Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. | 88% | 8% | 4% | 0% |
| G3 | 1.0 | Learners use digital tools/technology to communicate and work collaboratively for learning. | 96% | 4% | 0% | 0% |
| Overall rating on a 4-point scale: | | 1.1 | | | | |

eleot Narrative

The Diagnostic Review Team conducted 25 formal classroom observations in all core content classes and informal observations in non-core content classrooms and common areas throughout the school. Data from these observations provided the team with sufficient insight regarding instructional practices and student learning.

The overall average ratings on a 4-point scale for the seven learning environments ranged from a low of 1.1 for Digital Learning to the highest rating of 2.0 for Supportive Learning and Well-Managed Learning.

Indicators in all seven learning environments were rated low, suggesting the school lacks effective classroom learning environments conducive to student learning. A specific concern was the wasted class time. In 12% of classrooms, it was evident/very evident that “learners use class time purposefully with minimal wasted time or disruptions (F4).” In addition, student transitions contributed to instructional time not being maximized in all classes, as it was evident/very evident in 16% of classrooms that “learners transition smoothly and efficiently from one activity to another (F3).”

When students are not actively engaged in instruction, off-task and disruptive behaviors are more likely to occur. In 32% of classrooms, it was evident/very evident that “learners demonstrated knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)”, which may be a factor in the loss of important instructional time. An area that could be leveraged to improve and build upon is student and teacher relationships; for example, it was evident/very evident in 56% of classrooms that “learners speak and interact respectfully with teachers(s) and each other (F1).” Improving the interactions between teachers and students could provide a foundation for improvements in other areas of the learning environment. The team observed pockets of students and teachers demonstrating genuinely supportive relationships; however, in 48% of classrooms, it was evident/very evident that “learners demonstrate a congenial and supportive relationship with their teacher (C4).” Stakeholder interview data indicated that supporting and fostering relationships with students is a priority.

The Equitable Learning Environment scored an overall rating of 1.8. Students working on assignments designed to meet their individual needs were seldom observed. It was evident/very evident in 4% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Survey data



confirmed the need to address individual academic needs as 23% of students selected “work on what I need (21)” in response to the question, “Which four phrases best describe, in general, what learning looks like most of the time in your classes (21)” and 60% of families agreed/absolutely agreed that their children had “instruction that was changed to meet their needs (15).” In addition, it was evident/very evident in 44% of classrooms that “learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” Finally, survey data revealed that 57% of students agreed/absolutely agreed that “the adults make sure we have the resources we need to learn (8).”

The High Expectations Learning Environment scored an overall rating of 1.6, emerging as an area in need of improvement. Observational data indicated that in 0% of classrooms, it was evident/very evident that learners “demonstrate and/or are able to describe high quality work (B3)” and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Learning targets were inconsistently displayed in classrooms and were not leveraged throughout lesson delivery. The Diagnostic Review Team observed few instances of rubrics being used to guide student work.

The Diagnostic Review Team identified a concern about the lack of a supportive learning environment for students. The Supportive Learning Environment earned an overall rating of 2.0. Observational data indicated that in 24% of classrooms, it was evident/very evident that “learners are supported by the teacher, their peers, and or other resources to understand content and accomplish tasks (C3).” In 28% of classrooms, it was evident/very evident that “learners take risks in learning (without fear of negative feedback) (C2).” Observational data also indicated that the level of participation in answering formative questions was minimal.

Collectively, these data indicate that the school needs to improve its classroom learning environments. The school is encouraged to delve deeply into the classroom observational data to identify and prioritize next steps.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority 1

Develop and implement a system to collaborate with stakeholders to identify priorities and monitor progress based on the collection and analysis of data. The system should include processes for communication, implementation and monitoring of an instructional framework to support student achievement.

Standard 3: Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being.

Findings:

The 2023-2024 KSA data indicated that many existing systems, practices and processes were ineffective in providing and adjusting instruction to increase student achievement. In addition to being below the state average in all areas, the school did not meet its goals for the 2023-2024 school year, as indicated by the school’s turnaround plan.

A review of documents and artifacts and stakeholder interview data indicated that elements of school improvement are present, such as PLCs and professional learning. Though these elements are present, specific information such as tasks and persons responsible were missing from some documents (e.g., Instructional Vision). Other evidence (e.g., walkthrough tracker, the coaching notebook) indicated inconsistent monitoring and feedback, impeding the fidelity and effectiveness of implementing coaching cycles. Classroom observations revealed a lack of bell-to-bell teaching and learning that would be elements of an implemented instructional framework. These findings are supported by eleot data that indicated that it was evident/very evident in 12% of classrooms that “learners use class time purposefully with minimal wasted time or disruptions (F4).”

Interview data indicated that faculty and staff rarely participate in decision-making. Also, stakeholders reported a lack of centralized communication from administrators. The school leadership was reorganized with the added position of executive principal and upper academy principal. These shifts in personnel are likely to contribute to some of the challenges in communication and collaboration. School leadership indicated that the school’s mission and vision were not revisited at the beginning of the year, and other stakeholder interviews indicated a lack of knowledge of the school’s mission, vision, values and beliefs. Revisiting the school’s mission, vision, values and beliefs can initiate collaboration among staff and school administrators.

Stakeholder interviews suggested the district focus was for the administrative team to address safety and order in the school. Staff interviews revealed that changes had been made to address student transitions throughout the day, such as the shift from a block schedule to a seven-period day. New dismissal procedures have also been implemented to address student safety issues. The need to improve safety and order was confirmed by staff responses to the question, “My school has five or fewer positively stated behavior expectations and/or rules defined in place (2).” Responses improved from 43% in 2023-2024 to 70% in 2024-2025. Similarly, indicators of the PBIS survey show growth and improved safety.

Stakeholder survey data verified the need for a focus on safety. This is important because learning when one perceives an unsafe environment can be difficult. Closely related to an orderly school environment is the school culture, which emerged as a concern of the team. For example, 31% of educators selected “safe” when asked, “Which four words best describe, in general, your institution’s culture (24).” Similar results were found in the student survey data, as 38% selected “safe” when asked, “Which four words best describe your school (20).”



Though progress has been made through added safety, personnel and a focus on expectations, school safety remains an area for improvement.

Potential Leader Actions:

- Build collective efficacy by revisiting the school's mission, vision, values and beliefs.
- Articulate and document the roles and responsibilities of the leadership team so that each member can effectively communicate and support the implementation of the school's Instructional Vision and expectations.
- Align professional learning opportunities to the Instructional Vision and expectations to build teacher capacity in the instructional framework.
- Align professional learning opportunities to build administrative capacity in monitoring teacher performance in the instructional framework.
- Collaboratively develop a monitoring tool to measure the effectiveness of implementing the instructional framework for content delivery.
- Develop and implement a monitoring and observation schedule that includes all administrators. Use instructional expectations and look-fors as the lens through which to provide teachers with meaningful, regular and timely feedback.

Improvement Priority 2

Implement and monitor an evidence-based instructional framework that prioritizes engaging learners in grade-level instructional activities aligned with the KAS and based on individual learners' needs and interests. This framework should support rigorous Tier 1 instruction to enhance student growth.

Standard 21: Instruction is characterized by high expectations and learner-centered practices.

Findings:

The Diagnostic Review Team noted a lack of high academic expectations and high-yield, effective instruction, as evidenced by the KSA data, artifacts, classroom observations, stakeholder interviews and stakeholder surveys. The most recent KSA data indicated that the school was below the state averages and did not meet the objectives outlined in the school turnaround plan. Challenges faced by the school include teacher turnover, a new administrative structure and safety. The 4-year school graduation rate (80%) was below the state graduation rate (92.2%) by 12.2 percentage points.

Observational data analysis indicated that learners who “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 4% of classrooms. Stakeholder surveys indicated that 60% of students agreed/absolutely agreed that “lessons that will prepare me for my future (11).” The Instructional Vision and Professional Development (PD) Plan reflected practices that were not fully implemented or progress monitored with fidelity. Stakeholder interviews highlighted challenges to consistently following the observation schedule, such as addressing discipline. Other stakeholders suggested that they inconsistently receive feedback following an observation. While the Rutherford 30 Second feedback strategy was being implemented, as evidenced in the coaching notebook, the feedback was rarely aligned to implementing a dedicated instructional framework.

Student discourse was a concern of the team. Learners who engage in “discussions/dialogues/exchanges with each other and teacher predominate (D1)” were evident/very evident in 4% of classrooms. Learners who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignment (D4)” were evident/very evident in 0% of classrooms. Survey data supported observational data indicating that 60% of students agreed/absolutely agreed that “in the last 30 days, I had many ways to show my teachers what I learned (19).” Additionally, 47% of educators agreed/absolutely agreed that “at my institution, we provide an instructional environment where all learners thrive (9).” Also, 49% of educators agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12).”

Educator and support staff interviews consistently pointed to PLCs and artifacts such as the PLC meeting agenda as evidence that the school was in its initial stage of school improvement. Interview data indicated that during the first semester, the school focused on safety. The PLC plan outlined a four-week schedule in which one element (i.e., daily components of weekly unit planning) of the PLC activities was featured each week. Other than the ALM, stakeholders could rarely articulate how differentiation and meeting the needs of individual learners was supported by professional learning and the coaching cycle. Stakeholders discussed details of the planning protocols during interviews. In some instances, the school was unable to provide common planning time for all teachers. School leadership indicated that preparation has already begun for planning the master schedule for the next school year to address barriers to improving PLC activities and planning.

Potential Leader Actions:

- Provide targeted professional learning opportunities and support for teachers to unpack the Kentucky Academic Standards (KAS) and internalize the lessons and units in the school's High-Quality Instructional Resources (HQIR).
- Develop a master schedule that supports common content planning for teachers, especially in math, science, social studies and English to strengthen the current PLC structure.



- Develop a building-wide agenda for collaborative unit planning that includes analyzing common formative assessment data and planning instruction to meet the needs of diverse learners.
- Develop and implement an observation schedule to gather and analyze data to determine coaching implications in support of implementing the instructional framework.
- Leverage the Instructional Vision and instructional expectations to clearly communicate to stakeholders their explicit roles in supporting and implementing the collaborative unit planning practices.

Your Next Steps

The results of the Diagnostic Review provide the next steps for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.



Additional Review Elements for More Rigorous Intervention (MRI) Schools

703 KAR 5:280(9) requires that Diagnostic Reviews for MRI-designated schools will include “Other information deemed necessary by the commissioner, or his designee, to assess the functionality of the district to support school improvement”. Teams reviewing MRI-designated schools must consider the following additional elements:

- A review of how the school and district have managed and expended the relevant School Improvement Funds previously awarded with a specific focus on the impact of the funding decisions;
- A review of the progress made towards accomplishing any improvement priorities recommended by prior Diagnostic Review reports and/or two-day reviews;
- A review of prior year turnaround plans and related documentation;
- A review of existing improvement efforts and initiatives and data documenting the results of the initiative;
- A comprehensive resource allocation review;
- A review of stakeholder involvement in the improvement process; and
- A review of district support meeting minutes and agendas relevant to additional and/or unique support provided by the district to the school.

The Academy @ Shawnee enrolls approximately 1100 students covering both middle (grades 6-8) and high school (grades 9-12). Shawnee serves a predominantly low-income urban community with a significant number of students coming from economically disadvantaged backgrounds. The school was federally identified as a priority school in 2009. The school has had four diagnostic reviews throughout the last decade.

The most recent Diagnostic Review in December 2022 yielded two improvement priorities. The first improvement priority instructed the school to develop, communicate, implement and monitor a formalized process for schoolwide continuous improvement based on individual learners’ needs and instructional effectiveness, as well as analyze data (formative, summative assessments, classroom walkthrough) with the entire established turnaround team monthly to inform an instructional process that includes teaching, learning and using data to monitor expectations to meet the needs of all students. The second improvement priority directed the school to develop, use and monitor a formal, systematic process to analyze individual learner and school data to deepen each student’s understanding of content and increase student achievement. When using student achievement as an indicator of progress, the school’s performance data indicated a decline in student performance over the last two school years. Furthermore, interview and observational data and documentation evidence indicated that there was limited progress made towards the improvement priorities. Leadership developed an Instructional Vision but has yet to fully communicate and implement that vision. All core areas have access to HQIRs. During PLCs, teachers discuss student work and some classroom data from various assessments; however, there is limited evidence that planned instruction is adjusted based on that data analysis.

The school has received a total of \$741,734 over the past five years in school improvement funds (SIF). The funds have primarily been spent on professional learning, including conference registrations, travel costs, educational consultants and instructional materials from EL Education and Illustrative Mathematics. Amendments were made to purchase technology devices after analyzing the school's technology needs. Amendments also included prioritizing external learning opportunities for students.

The turnaround team is scheduled to meet monthly; however, meetings have not occurred regularly. The leadership team focused on foundational work around climate and culture, positive environment and safety. There are components of the turnaround plan in the beginning stages of implementation, but the plan has not been regularly reviewed. While PLCs have been established and there is a detailed implementation plan, interviews

indicate that implementation and impact on learning are inconsistent. There is evidence of a walk-through and coaching system, but again implementation is inconsistent, and there is lack of evidence to show impact on teacher quality and student performance. There is weekly job-embedded professional development for teachers from the ALM. A review of evidence and observations revealed some of these strategies are in practice.

When the school became a choice school in 2023, the population grew significantly and left the school with a high number of vacancies. Leadership prioritized hiring certified teachers and reduced the number of vacancies to nine for the 2024-2025 school year. The remaining vacancies were filled with long-term subs or auxiliary teachers, which minimized coverage from other certified staff during their planning periods. There has been a focus on efficiency of resource allocation. The school has added, among other positions, a mental health professional to help in meeting students' social emotional needs, an Exceptional Child Education (ECE) Implementation coach to focus on the needs of the large ECE population and a literacy interventionist who will start in January. Leadership revised the master schedule to move from a block to a seven-period day to increase continuity of instruction. Leadership has created an Instructional Vision and expectations. There has been some communication about the instructional expectations and job-embedded professional development around those expectations, but the school is in the early stages of implementation. The school has increased security, created tardy procedures and worked towards consistent implementation of behavior expectations. However, there is limited evidence of monitoring measures to determine the effectiveness of these improvement efforts.

After a review of resource allocations, the leadership took the initiative to ask the district for additional staffing to support the physical safety and emotional needs of students. They requested funds to hire extra security and a mental health professional. They also asked for an additional ECE Implementation Coach so that both the middle and high school teachers would have their own coach to support the increasing number of ECE students.

Evidence suggests a lack of stakeholder involvement in the improvement process. Interviews indicated a lack of awareness of improvement priorities or the CSIP goals and strategies. According to stakeholder interviews, there was minimal stakeholder involvement during the needs assessment and development phases of the CSIP. Work session meetings were scheduled; however, some were canceled. Evidence suggests a lack of collective efficacy as some stakeholders do not feel valued in the improvement process.

The district has provided a Comprehensive Coordinator for Early Intervening Services who manages a team that gives individual student support, consults on behavior-related systems to identify gaps, and participates in the data analysis discussions. The district provided content specialists to fill vacant teaching positions for the first nine weeks. Unfortunately, nine of those positions are still unfilled and now occupied by long-term substitute or auxiliary teachers. The district has a department, Accelerated Improvement Schools (AIS), that provides additional and unique support to underperforming federally identified schools and has provided additional monetary services to fund additional staffing at The Academy @ Shawnee. The district reorganized the leadership structure at the school, providing an executive principal position to serve over the middle and high school principals along with three assistant principals. The district should continue to provide targeted support for this reorganization as well as developing teacher capacity.

Leadership Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the principal's capacity for leadership of school turnaround, as defined in 703 KAR 5:280, Section 1. The recommendation of the principal's ability to lead the intervention in the school is based on an assessment of Standard 10: School Improvement from the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration and adopted by the Kentucky Education Professional Standards Board (EPSB).

703 KAR 5:280, Section 3, identifies the discretion of the audit team to incorporate the analysis and recommendation regarding the principal's capacity into this report. The superintendent will make any necessary determination regarding the principal or other certified staff pursuant to KRS 160.346(8).

Following its review of extensive evidence, the Diagnostic Review Team submitted the following assessment regarding the principal's capacity to lead turnaround in a school identified for comprehensive support and improvement to the Commissioner of Education:

- The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.
- It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the diagnostic review team that the principal has capacity to lead the turnaround of the CSI school.

The Academy @ Shawnee administrative structure was reorganized in the summer of 2024, creating an executive principal who serves over the middle and high school principals along with three assistant principals. The executive principal has held this position since June 2024. The executive principal exhibits a strong desire to develop a growth mindset among stakeholders to improve learning outcomes and provide opportunities for all Shawnee students. The principal is knowledgeable, articulate, reflective and receptive to suggestions and feedback. She has focused on promoting a safe and welcoming environment.

The principal has demonstrated efforts to make the school more effective for stakeholders through resource evaluation along with reallocation and amendments to SIF. Efforts have been made to reduce the number of staffing vacancies, working with community and school stakeholders in the recruitment of teachers to staff the school; however, there are still nine vacancies being covered by long-term subs or auxiliary teachers. The principal has advocated for additional staff and a new aviation program.

The principal has prepared the school and community for improvement by engaging community members, increasing student access to opportunities beyond the campus, including experiential learning trips and internships and revising the school master schedule from a block to a seven-period day to increase continuity of instruction. Leadership indicated planned scheduling priorities for the next school year include ECE as well as accelerated student placements and common planning for teacher collaboration. Interviews also indicated a need for reading and math intervention sections as well as electives that address life skills.



The principal has worked to instill mutual commitment to succeed in improvement by developing an Instructional Vision that consists of four pillars. These pillars are cognitive engagement, high quality instruction, positive learning environment and access to learning opportunities. A companion piece to the Instructional Vision is the instructional expectations framework for content delivery. While these documents have been developed, they have not been fully communicated nor implemented.

The principal should create clarity of expectations through a vision, mission and belief process inclusive of all stakeholders. This work should align with the school improvement/turnaround plan which should be the driving force for all improvement efforts. To effectively begin the path of continuous improvement, the principal should create coherence among improvement efforts and all aspects of school organization. The principal should also refine the school's communication and engagement process to ensure effective stakeholder communication that aligns with the work of the school improvement/turnaround plan and promotes ownership and accountability among all stakeholders. Expectations for roles, responsibilities and documented protocols should be routinely monitored for implementation and effectiveness to ensure that stakeholders are held accountable for continuous schoolwide improvement. Leaders should be accessible and visible in communicating, modeling and monitoring actions toward the accomplishment of the work.



Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

| Team member name | Brief biography |
|----------------------------|---|
| Stephen Hammock | Dr. Stephen Hammock is an assistant principal in the Henry County School District in Georgia. During his 13-year career in education that spans K-12, he has served as a general education teacher, special education teacher, bus driver, athletic coach, assistant athletics director, assistant principal, principal and district school improvement specialist. |
| Jennifer Donnelly | Jennifer Donnelly has 23 years of educational experience. She is a Continuous Improvement Coach for the Kentucky Department of Education (KDE). Jennifer earned her National Board Certification as a middle school math teacher and has also previously served as a district curriculum and instructional coach. |
| Kevin Gay | Kevin Gay is an Education Recovery Leader (ERL) for the Kentucky Department of Education (KDE). This position provides direct support to identified schools across the state. Kevin is a certified trainer for Jim Shipley Systems and the National Institute for School Leadership. He has been an educator for over 36 years, serving as a middle school teacher, elementary principal and high school principal. He has served on Diagnostic Review teams and audit teams for the past 11 years as a team member, lead and associate lead. |
| Catherine Vannatter | Catherine Vannatter has 18 years of experience in education and currently serves as the principal of Locust Trace Agriscience Center, a Career and Technical Education Center focused on agriculture in Fayette County Public Schools in Lexington, Kentucky. Catherine has experience as a teacher, curriculum and instructional coach and principal. |

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|--|---|--|--|-------------|
| 1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias. | Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | 2 |
| 2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs. | Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values. | Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values. | Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values. | Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values. | 2 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|---|--|--|---|-------------|
| 3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being. | Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners. | Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles. | Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. | Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles. | 1 |
| 5. Professional staff members embrace effective collegiality and collaboration in support of learners. | The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | 2 |
| 6. Professional staff members receive the support they need to strengthen their professional practice. | Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers. | Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers. | Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers. | Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. | 2 |

Key Characteristic 2: Leadership for Learning

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|--|--|--|--|-------------|
| 7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs. | Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | 1 |
| 9. Leaders cultivate effective individual and collective leadership among stakeholders. | Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities. | Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities. | Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities. | Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities. | 1 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|--|---|---|--|--|-------------|
| 11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments. | Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change. | Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change. | Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change. | Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change. | 2 |
| 12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness. | Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | 1 |

Key Characteristic 3: Engagement of Learning

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|--|---|---|--|--|-------------|
| 17. Learners have equitable opportunities to realize their learning potential. | Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy. | Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy. | Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy. | Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings. | 2 |
| 18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking. | Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking. | Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking. | Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking. | Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking. | 2 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|---|---|---|--|-------------|
| 21. Instruction is characterized by high expectations and learner-centered practices. | Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential. | Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential. | Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential. | Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential. | 1 |
| 22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. | Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content. | Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content. | Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content. | Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity. | 1 |

Key Characteristic 4: Growth in Learning

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|--|---|---|---|--|-------------|
| 24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being. | Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | 2 |
| 25. Leaders promote action research by professional staff members to improve their practice and advance learning. | Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research. | Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research. | Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research. | Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research. | 1 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|---|--|---|---|-------------|
| 26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning. | Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | 2 |
| 27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions. | The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices. | The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success. | The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. | The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. | 2 |
| 28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers. | Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals. | Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | 2 |

| Standard number and statement | Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement. | Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness. | Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard. | Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners. | Team rating |
|---|--|---|---|--|-------------|
| 29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning. | Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist. | Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented. | Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented. | Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity. | 2 |
| 30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning. | Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction. | 2 |

Student Performance Data

School Name: The Academy @ Shawnee (High School)

Kentucky Summative Assessment (KSA) Performance Results

| Content Area | Grade | %P/D School (2022-2023) | %P/D State (2022-2023) | %P/D School (2023-2024) | %P/D State (2023-2024) |
|-----------------------|-------|-------------------------|------------------------|-------------------------|------------------------|
| Reading | 10 | 14 | 46 | 9 | 46 |
| Math | 10 | 6 | 34 | 6 | 36 |
| Science | 11 | * | 11 | * | 6 |
| Social Studies | 11 | * | 38 | 10 | 38 |
| Editing and Mechanics | 11 | 26 | 45 | * | 45 |
| On Demand Writing | 11 | 17 | 42 | * | 43 |

*Student performance level data were suppressed for public reporting.

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in reading was 37 percentage points below the state average of 46%.
- The percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in math was 30 percentage points below the state average of 36%.
- The percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA in social studies was 28 percentage points below the state average of 38%.

High School English Learner (EL) Progress

| Group | School (2022-2023) | State (2022-2023) | School (2023-2024) | State (2023-2024) |
|------------------------|--------------------|-------------------|--------------------|-------------------|
| Percent Score of 0 | * | 64 | 68 | 62 |
| Percent Score of 60-80 | * | 26 | 28 | 26 |
| Percent Score of 100 | * | 8 | 5 | 9 |
| Percent Score of 140 | * | 2 | N/A | 3 |

Plus

- The percentage of ELs scoring 60-80 points for progress was comparable to the state average on the 2023-2024 KSA.

Delta

- The school had 5% of ELs score 100 points for progress on the 2023-2024 KSA compared to the state average of nine.

Percentage of Students Meeting Benchmarks on the American College Test (ACT)

| Content Area | School (2022-2023) | State (2022-2023) | School (2023-2024) | State (2023-2024) |
|--------------|--------------------|-------------------|--------------------|-------------------|
| English | 20 | 47 | 13 | 44 |
| Reading | 22 | 44 | 11 | 42 |
| Math | 7 | 33 | 4 | 30 |

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of students meeting benchmark on the 2023-2024 ACT in English was 31 percentage points below the state average of 44%.
- The percentage of students meeting benchmark on the 2023-2024 ACT in reading was 31 percentage points below the state average of 42%.
- The percentage of students meeting benchmark on the 2023-2024 ACT in math was 26 percentage points below the state average of 30%.

Graduation Rate

| Year | School Four-Year | State Four-Year | School Five-Year | State Five-Year |
|-----------|------------------|-----------------|------------------|-----------------|
| 2022-2023 | 83.8 | 91.4 | 84.1 | 92.5 |
| 2023-2024 | 80 | 92.2 | 85.5 | 93.4 |

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The 4-year graduation rate in 2023-2024 was 12.2 points below the state 4-year graduation rate of 92.2%.

Post-Secondary Readiness

| Year | School | State | School w/ High Demand | State w/ High Demand |
|-----------|--------|-------|-----------------------|----------------------|
| 2022-2023 | 47.1 | 79.1 | 51.5 | 83.5 |
| 2023-2024 | 57.1 | 80.9 | 61 | 85.9 |

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The school's 2023-2024 KSA post-secondary readiness rate of 57.1% is significantly below the state percentage of 80.9%.
- The school's 2023-2024 KSA post-secondary readiness rate with high demand of 61% is significantly below the state percentage of 85.9%.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 10th Grade

| Group | Reading (2022-2023) | Reading (2023-2024) | Math (2022-2023) | Math (2023-2024) |
|--|---------------------|---------------------|------------------|------------------|
| All Students | 14 | 9 | 6 | 6 |
| Female | 9 | 3 | * | 4 |
| Male | 18 | 15 | 8 | * |
| African American | * | 3 | * | * |
| American Indian or Alaska Native | * | N/A | * | N/A |
| Asian | * | N/A | * | N/A |
| Hispanic or Latino | * | * | * | * |
| Native Hawaiian or Pacific Islander | * | N/A | * | N/A |
| Two or More Races | * | * | * | * |
| White (non-Hispanic) | 21 | 12 | 7 | * |
| Economically Disadvantaged | 12 | 9 | 4 | * |
| Non-Economically Disadvantaged | 36 | * | * | * |
| Students with Disabilities (IEP) | * | * | * | * |
| Students with Disabilities/IEP Regular Assessment | * | * | * | * |
| Students with Disabilities/IEP with Accommodations | * | N/A | * | N/A |
| Alternate Assessment | * | * | * | * |
| Students Without IEP | 16 | 11 | 7 | 8 |
| English Learner Including Monitored | * | * | * | * |
| English Learner | * | * | * | * |
| Non-English Learner | 15 | 9 | 6 | 7 |
| Non-English Learner or Monitored | 15 | 9 | 6 | 7 |
| Foster Care | * | * | * | * |
| Gifted and Talented | * | N/A | * | * |
| Non-Gifted and Talented | 14 | 9 | 6 | 6 |
| Homeless | * | * | * | * |
| Migrant | * | N/A | * | N/A |
| Military Dependent | * | N/A | * | N/A |

*Student performance level data were suppressed for public reporting.

Plus

- Percentages were not high enough to qualify for a plus

Delta

- On the 2023-2024 KSA, 3% of females in 10th grade scored Proficient/Distinguished in reading.
- On the 2023-2024 KSA, 4% of females in 10th grade scored Proficient/Distinguished in math.
- On the 2023-2024 KSA, 3% of African Americans in 10th grade scored Proficient/Distinguished in reading.

Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 11th Grade

| Group | Science (2022-2023) | Science (2023-2024) | Social Studies (2022-2023) | Social Studies (2023-2024) | Editing and Mechanics (2022-2023) | Editing and Mechanics (2023-2024) | On-Demand Writing (2022-2023) | On-Demand Writing (2023-2024) |
|--|---------------------|---------------------|----------------------------|----------------------------|-----------------------------------|-----------------------------------|-------------------------------|-------------------------------|
| All Students | * | * | * | 10 | 26 | * | 17 | * |
| Female | * | * | * | * | 31 | * | 19 | * |
| Male | * | * | * | 10 | 22 | * | * | * |
| African American | * | * | * | * | 19 | * | * | * |
| American Indian or Alaska Native | * | N/A | * | N/A | * | N/A | * | N/A |
| Asian | * | N/A | * | N/A | * | N/A | * | N/A |
| Hispanic or Latino | * | * | * | * | * | * | * | * |
| Native Hawaiian or Pacific Islander | * | N/A | * | N/A | * | N/A | * | N/A |
| Two or More Races | * | * | * | * | * | * | * | * |
| White (non-Hispanic) | * | * | * | 17 | 43 | * | * | * |
| Economically Disadvantaged | * | * | * | * | 25 | * | 16 | * |
| Non-Economically Disadvantaged | * | * | * | * | * | * | * | * |
| Students with Disabilities (IEP) | * | * | * | * | * | * | * | * |
| Students with Disabilities/IEP Regular Assessment | * | * | * | * | * | * | * | * |
| Students with Disabilities/IEP with Accommodations | * | N/A | * | N/A | * | N/A | * | N/A |
| Alternate Assessment | * | * | * | * | * | * | * | * |
| Students Without IEP | * | * | * | 10 | 29 | * | 18 | * |
| English Learner Including Monitored | * | * | * | * | * | * | * | * |
| English Learner | * | * | * | * | * | * | * | * |
| Non-English Learner | * | * | * | 10 | 26 | * | 17 | * |
| Non-English Learner or Monitored | * | * | * | 10 | 26 | * | 17 | * |
| Foster Care | * | * | * | N/A | * | * | * | * |
| Gifted and Talented | * | N/A | * | N/A | * | N/A | * | N/A |
| Non-Gifted and Talented | * | * | * | 10 | 26 | * | 17 | * |
| Homeless | * | * | * | * | * | * | * | * |
| Migrant | * | N/A | * | N/A | * | N/A | * | N/A |
| Military Dependent | * | N/A | * | N/A | * | N/A | * | N/A |

*Student performance level data were suppressed for public reporting.

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.

Schedule

Monday, December 09, 2024

| Time | Event | Where | Who |
|-----------------------|----------------------|-----------------------|--------------------------------|
| 6:15 p.m. – 8:30 p.m. | Team Work Session #1 | Hotel Conference Room | Diagnostic Review Team Members |

Tuesday, December 10, 2024

| Time | Event | Where | Who |
|-----------------------|--|-----------------------|--------------------------------|
| 7:15 a.m. | Team arrives at institution | School Office | Diagnostic Review Team Members |
| 7:40 a.m. – 4:00 p.m. | Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review | School | Diagnostic Review Team Members |
| 4:00 p.m. – 5:00 p.m. | Team returns to hotel | Hotel | Diagnostic Review Team Members |
| 5:00 p.m. – 8:00 p.m. | Team Work Session #2 | Hotel Conference Room | Diagnostic Review Team Members |

Wednesday, December 11, 2024

| Time | Event | Where | Who |
|-----------------------|--|-----------------------|--------------------------------|
| 7:15 a.m. | Team arrives at institution(s) | School | Diagnostic Review Team Members |
| 7:45 a.m. – 4:00 p.m. | Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review | School | Diagnostic Review Team Members |
| 4:00 p.m. – 5:00 p.m. | Team returns to hotel | Hotel | Diagnostic Review Team Members |
| 5:00 p.m. – 8:00 p.m. | Team Work Session #3 | Hotel Conference Room | Diagnostic Review Team Members |

Thursday, December 12, 2024

| Time | Event | Where | Who |
|------------------------|-------------------------|--------|--------------------------------|
| 8:00 a.m. – 11:30 a.m. | Final Team Work Session | School | Diagnostic Review Team Members |

